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ABSTRACT

Five resource units constitute the Kindergarten level of the Project Social Studies curriculum. The five units, on the theme of earth as the home of man, are preceded by a grid showing the concepts, generalizations, sequential development of skills, and attitudes appropriate to each unit. All the units follow a similar format, consisting of an introduction and list of objectives, concepts, generalizations and skills, with the main body aligning objectives, content outline, teaching procedures and materials of instruction for the entire unit. Unit I, Earth as the Home of Man, introduces the meaning of specific geographic concepts, observational techniques, and knowledge of map symbols. Unit II, A World of Many People, acquaints children with people that live around the world through the medium of picture story books. Unit III, Our Global Earth, deals with concepts of geographic representation, site concepts, and concepts concerned with the earth as a globe. Unit IV, Man Changes the Earth, emphasizes an understanding of the processes by which man and nature change the physical environment. Unit V, A Home of Varied Resources, focuses on the concepts of diversity, interrelatedness, and spatial location. (Author/KSM)

ED 093750

Grade: Kindergarten

THE EARTH AS THE HOME OF MAN, KINDERGARTEN.

RESOURCE UNITS I through V.

SD 007 598

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Grade: Kindergarten

Unit: EARTH AS THE HOME OF MAN

I

RESOURCE UNIT

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1966

INTRODUCTION

Kindergarten children, in order to develop the concepts and skills listed as goals of this set of units, will need to relate the geographic concepts to their own understanding of that physical environment with which they are familiar. With this in mind, the introduction to this unit focuses on the child's immediate physical world. The child studies his environment in order to develop concepts and make symbols meaningful, rather than to become more familiar with the "here and now."

Once the base of understanding is established, the child can begin to relate this knowledge of the familiar to the unfamiliar. He will have a conceptual framework with which to organize many facts that are presented in future units. He will be able to sharpen his skills and modify those concepts he has.

Given these assumptions the introductory section of the unit will be geared to having the children:

1. Learn the meaning of specific geographic concepts.
2. Develop observational techniques.
3. Develop a knowledge of map symbols through using their own primitive geographic symbol system as well as the more traditional ones.

Once this portion of the unit is completed it would be important for the teacher to save the materials developed (either through storage or by taking pictures of materials). She will constantly refer back to them in comparing facts about other places with what the children have learned about their own immediate environment. In the usual unit on the school, the children will have received some orientation to space (e.g. relationship of kindergarten classroom to the rest of the school, the relationship of various pieces of furniture in the class to the total classroom, the travel patterns of the children to and from school). These experiences will provide some introduction to the geographic concepts to be developed and should be referred to by the teacher.

OBJECTIVES

-2-

This unit should make progress toward developing the following:

Concepts

1. Map
2. Diversity-variability
3. Pattern
4. Spatial location (site, position, situation)
5. Change

Generalizations

1. No two places are exactly alike. Each place looks somewhat different from other places.
2. Things can be located at specific points on the earth's surface.
3. Places can be located in relationship to where we live in terms of their distance and direction.
4. Unevenly-distributed phenomena form distinctive patterns on the map.
5. Man changes his physical environment.

Skills

1. Gains information by observing the world around him.
2. Gains information by using models.
3. Compares distances (in general terms such as longer, shorter, or the same).
4. Has a sense of direction.
 - a. Determines cardinal directions by looking at sun.
 - b. Determines cardinal directions by using compass.
 - c. Notices directions in relationship to his own home.
 - d. Notices directions in school and neighborhood.
 - e. Uses landmarks in his locality to determine directions.
 - f. Uses compass rose on map to recognize directions.
5.
 - a. Orients map in terms of direction.
 - b. Understands the use of symbols to represent reality; interprets symbols.
6.
 - a. Identifies simple pictorial and semi-pictorial symbols.
 - b. Visualizes image of simplified map pattern of his town or neighborhood

OBJECTIVES

CONTENT OUTLINE

8. Has a sense of direction (Notifies directions of key spots in relationship to his home.)

G. No two places are exactly alike. Each place looks somewhat different from other places.

Children begin to think of what they have seen in their neighborhood and on trips.

8. Determines cardinal directions by looking at the sun.

8. Has a sense of direction (notifies directions in school and neighborhood.)

Children become aware of the direction east.

TEACHING PROCEDURES

MATERIALS OF INSTRUCTION

1. Read Charlotte Zolotow's One Step, Two Step to the children. Ask the following questions:
 - a. Have you ever gone for a walk around your neighborhood? What did you see? (Try to draw many responses out of the children. Get as great a variety of responses as possible.)
 - b. What direction is your home from the school? (Allow the children to respond by pointing if necessary.)
 - c. Along what streets do you travel on your way to school? (See if they know the names of the streets, but don't press.)
 - d. Have you ever traveled to different places? Were these places like your neighborhood or different? How were they different?
 - (1) Make a display of postcards sent to children from different places.
 - (2) Show pictures from Picture Packet, put out by A. J. Nystrom Co.

Picture Packet by A. J.
Nystrom Co.

Note: It would be a good idea to keep the books and pictures available for a period of time, allowing the children to look at them at their leisure.

2. Pick a sunny day. During the discussion period, preferably early in the morning, ask the children to locate the sun. Mark the wall nearest to that direction. (A picture of the sun taped to a window would be adequate.) Tell the children that this direction is called east.

Refer to the wall and the symbol for east on subsequent days. As you build concept of direction in later activities, this will provide a reference point for the children. (You can talk about "towards the direction that the sun comes up," or "away from the direction....")

S. Gains information by observing the world around him.

Understands the concepts of spatial location (site, position, situation) and diversity.

G. No two places are exactly alike. Each place looks somewhat different from other places.

S. Has a sense of direction (notices directions in school and neighborhood).

f. Uses landmarks in his locality to determine directions.

Children learn to attend to elements in their environment. They become aware of the direction in which they walk.

Note: For afternoon kindergartens this activity will pose some problems. You might try a similar activity later in the day with the direction west. In that case you will have to reverse some of these instructions.

3. Teach the song, "Weather" from This Is Music.

"Weather" from This Is Music, Allyn & Bacon, 1964, Page 114.

4. Take a walk around the outside of the school with the class. (There should be no need to cross streets for this.) Allow yourself plenty of time. As you walk, have the children talk about the things they see. Point out such elements as lamp-posts, trees, traffic signals, fire hydrants, school entrances, flat or hilly land, etc. Note the names of the streets as you go by street signs. Note also the direction in which you are walking and the changes in direction that you take. Use the directional terms you developed earlier (East or "towards the direction where the sun rises," etc.) See if the children use other terms as well.

When you return to school have the children discuss the things they saw on the trip. (Ask open-ended questions; try not to tell the children.) Try not to structure the discussion too much, but keep it focused on the trip. The following questions might help to start the discussion:

When you were on the trip what did you see? Where did we begin our trip? In what directions did we walk? In what directions did we turn? Where did we end our trip? Along which streets did we walk? Where do these streets go? Does anyone walk along these streets on his way to school?

Understands the concept of map.

3. Understands the use of symbols to represent reality; interprets symbols.

3. Has a sense of direction (Notices directions in school and neighborhood).

3. Gains information by using models.

3. Compares distances (in general terms such as longer, shorter, or the same).

3. Has a sense of direction (notices directions in relationship to his own home).

3. Has a sense of direction (Uses landmarks in determining directions).

Children learn that the neighborhood is patterned in a specific way and that things can be symbolized and located on a map.

5. Using a part of the block area in the classroom, tape long pieces of dark colored shelving paper to the floor. Let these represent the streets around the school. Allow plenty of space for this. Have a small group of children use blocks to construct the school building in this space. Help the children orient their block building in relation to the true layout of the school building.

Unit blocks.
Shelf paper.

It would help to talk with these children about where the entrances are, where the kindergarten room is in relation to the building, which direction is east. As the children work it may be helpful if you ask questions about the representations the children are making. The children may want to put in the things they saw on their walk around the school, such as trees, stop signs, etc. The teacher may wish to label the streets represented by the shelf paper. If possible, the block building should be saved for several days.

At the end of the activity period have the children who worked on the structure tell the class about their construction.

6. Drawing on prior activities, discuss with the children their routes to and from school. Ask such questions as:

How far do you have to travel to come to school?

(Accept comparative responses.)

What directions do you walk (or ride) in traveling to school?

What streets (or roads) do you take?

What streets (or roads) do you cross?

What kinds of things do you see on your trip to school?

Teacher-made map of the neighborhood

Other maps of neighborhood.

S. Visualizes an image of a simplified map pattern of his own town or neighborhood.

G. No two places are exactly alike. Each place looks somewhat different from other places.

Understands the concept of map.

S. Understands the use of map symbols to represent reality; interprets symbols.

S. Orients a map in terms of directions.

Do all the streets you use look alike? How are they different?

As the children respond, it might be helpful for the teacher to keep a record of some of the information offered by the children.

7. The teacher should make a map of the school community for use in class. This can be done easily by using an opaque projector to project a map or portion of it onto a piece of mural paper. The map of the neighborhood can be traced easily from the projected image. The teacher can use an oil company map, a school district map, or a county map, whichever is available and appropriate. Lay the completed map on the floor or on top of a table. Orient the map so that the top of the map corresponds to north. The various streets need not be labeled. It would be a good idea to put a symbol representing the school in the appropriate spot on the map. Show the map to the children and ask:

Do you know what this is?

What does it show?

What do the lines stand for? The boxes? (other symbols?)

Does the neighborhood really look like this?

What does the square (or other symbol for school) stand for?

Try to elicit the responses from the children. If they find it difficult, offer your own responses. Relate the map to the walk around the block and the unit block structure developed earlier. Fill in the names of the streets surrounding the

Opaque projector.

Mural paper.

Small map showing neighborhood.

S. Determines cardinal directions by using compass.

Understands concepts of diversity-variability and pattern.

S. Gains information by observing the world around him.

S. Has a sense of direction (notices directions in school or neighborhood).

- G. No two places are exactly alike. Each place looks somewhat different from other places.
- S. Has a sense of direction (notices directions in school or neighborhood).
- S. Compares distances (in general terms such as longer, shorter, or the same).
- S. Visualizes an image of a simplified map pattern of his own neighborhood.
- S. Understands the use of symbols to represent reality; interprets symbols.
- S. Identifies simple pictorial and semi-pictorial symbols.
- G. Things can be located at specific points on the earth's surface.
- G. Unevenly distributed phenomena form distinctive patterns on the map.
- Understands the concept of map.

photos are already available, they can be used. These will prove to be invaluable later.

12. Upon returning to school discuss again the things you have seen on your walks. Try to get the children to describe those elements that were characteristic of the places you saw (streets with houses, lots of stores, bus stops, factories, farms, etc.) Have the children make comparisons of these streets with the other streets they have seen in the neighborhood. Use concepts of distance and direction in these discussions. (Distance can be dealt with in relational terms such as longer or shorter, and nearer or farther.)

13. Have children draw pictures of what they saw on their walks. Post them on appropriate walls.

14. Refer to the map you have put up of the neighborhood. Trace the routes of your walks on this map. Make symbols for some of the special things you have seen and put them in the proper place on the map. If you have taken pictures of these things, the pictures can be related to the symbols during later discussions. Have children note patterns on map.

Note. On one of these trips it would be extremely effective if you can take the children to the top of a tall building or other

Understands the concept of map.

S. Gains information by using models.

S. Identifies simple pictorial and semi-pictorial symbols.

S. Uses compass rose on map to recognize directions.

such edifice so that they can look down on the entire community. Or, if possible, obtain an aerial photo of the community. This would help children see the whole area that is mapped at one glance. It would also help them to understand the way in which the map portrays a community.

15. Using the block corner, again lay out strips of shelving paper to represent streets. This time represent a larger number of streets than before. Have the children begin to represent the neighborhood. They can use blocks to represent buildings and other elements in the community. They might be allowed to use cardboard boxes or other such things to represent some of the buildings. If there are special elements in the neighborhood such as a river, a freeway, a bridge or a park, the teacher can help the children represent them by using a variety of manipulatable symbols that she can develop.

It would be a good idea to let the construction extend over a few days and to save the building for a period of time. The children can be given a variety of accessories (toy trucks, cars, traffic signs, etc.) and can begin to manipulate these in their block structure. This play will allow them to see the interrelationship of the various elements in the geographic representation.

Have the children relate this block structure to the map that the teacher had made and posted previously. In the block structure the teacher could also label the streets and develop a simplified compass rose to show the directions represented in the structure. This rose can be related

Unit blocks.
Shelving paper.
Cardboard boxes (small)
Toy trucks, cars, traffic signs,
etc.

G. Places can be located in relationship to where we live in terms of their distance and direction from us.

S. Has a sense of direction (uses landmarks in determining directions).

G. Man changes his physical environment.

to the compass that the teacher had previously made available to the class. Ask children questions about directions in the block structure.

16. The teacher had previously discussed the children's routes to school with them. It would be a good idea if she now traced these routes on the wall map. She could look at the points of convergence of these routes as well as their origin. Also ask the children to bring in small pictures of themselves. Each child could then pin the picture of himself in the appropriate spot on the map and trace his route to school.

At this point the map ought to show the school, each child's picture (representing his home location), the routes children take from home to school, the major streets and roads that children have walked along, as well as the important characteristics of the community that were discovered on the walks. The children will have acted as geographers in surveying their community and developing a representation of the community. They have begun to deal rudimentarily with distance and direction. They have also discovered and symbolized the elements of site and situation in spatially locating portions of the community and have discovered diversity and variability of the community. While they were taking walks through the neighborhood, the children may have seen buildings being built or torn down, streets being repaired or closed or other such processes. They would then have become aware of elements of change in the community.

Neighborhood map.

Pictures of children.

Pins

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Understands concept of map.

S. Has a sense of direction (notices directions in relationship to his own home).

17. Have each child make a map of his room at home.
What directions do his windows face? Parents can help with this.

ADDITIONAL ACTIVITIES

In order to extend and enrich the above unit or to provide additional practice for the children in the class, additional activities could be incorporated into the unit. These would include reading books, and viewing films and filmstrips selected from the following list or developing play activities with the materials suggested.

BOOKS

1. This Is Music, Allyn & Bacon, 1964.
2. Bendick, J. All Around You, McGraw-Hill, 1951.
3. Brown, Margaret Wise, The City Noisy Book, Harper.
4. Brown, Margaret Wise, The Country Noisy Book, Harper, 1940.
5. Buckley, Helen E. Grandfather and I, Lothrop, 1959.
6. Burton, Virginia Lee, Katy and the Big Snow, Houghton, 1943.
7. Dawson, R. & R. A Walk in the City, Viking, n. d.
8. De Regniers, Beatrice, A Little House of Your Own, Harcourt, 1954.
9. Keats, Ezra Jack, A Snowy Day. Viking, 1962.
10. Lenski, Lois, Papa Small, Walck, 1951.
11. Lenski, Lois, Let's Play House, Walck, 1944.
12. McCloskey, Robert, Make Way for Ducklings, Viking, 1941.
13. Schlein, Miriam, City Boy, Country Boy, Children's Press, 1958.
14. Tresselt, Alvin, Wake Up, City, Lothrop, 1956.

15. Tresselt, Alvin, White Snow, Bright Snow, Lothrop, 1956.
16. Ward, Lynd, The Biggest Bear, Houghton, 1952.
17. Wright, Ethel, Saturday Walk, Scott, 1954.
18. Zolotow, Charlotte, One Step, Two Step, Lothrop, 1955.

FILMS

1. Moving Day - Tommy's New Neighbors - Coronet.
2. Spotty, Story of a Fawn - Coronet.
3. Maps Are Fun - Coronet.
4. Billy's Helicopter Ride - Coronet.

FILMSTRIPS

1. All Kinds of Houses - Encyclopaedia Britannica Films.
2. Carol's Apartment House - Curriculum Materials Corp.
3. The City - Curriculum Materials Corp.
4. Robbie's Neighborhood, Enclopaedia Britannica Films.
5. Different Neighborhoods, Encyclopaedia Britannica Films.

6. Homes in the City - Curriculum Materials Corp.
7. Our Homes - Eygate.
8. Small Town U.S.A. - Table Topper Productions.

EQUIPMENT

1. Community Building Set.
2. Playschool Village.
3. Sifo-Kinder City.

These materials can be used to develop activities in which the children can represent geographic areas using three dimensional materials.

Source:

1. Childcraft Equipment Co.
155 E. 23 St.
N. Y. 10, N. Y.
2. Creative Playthings, Inc.
Princeton, N. J.
3. 3 to 7 Playways
St. Paul Book and Stationary Co.
Corner 6th and Cedar Sts.
St. Paul, Minnesota

Social Studies text books for K., Grades 1 and 2:
Little Owl Series
Holt-Rinehart and Winston, Inc.
Box 2334 Grand Central Station
New York, N. Y.

Grade: Kindergarten
Unit: A WORLD OF MANY PEOPLE

II

RESOURCE UNIT

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the U.S. Office of Education. (Project HS-045).

1966

KINDERGARTEN

A WORLD OF MANY PEOPLE

Introduction

This section of the kindergarten social studies program has been developed to acquaint children with people that live around the world. Places across the globe will be introduced to the child through the medium of picture story books.

The literature with which we will be dealing is fictional. Some of it is realistic fiction, some of it is in the realm of fantasy. Each story must be enjoyed for its own value. Each must be savored primarily as an artistic experience. Using a good story to teach a lesson can work only when the lesson does not interfere with the story. The teacher, therefore, will have to use her artistry in keeping the story intact, in letting the children enjoy the story for its own sake and, at the same time, allowing the story to be used as a vehicle for telling about a distant place and the people who live in it.

It must also be noted that this section of the kindergarten program is not aimed at teaching a specific set of concepts, generalizations, or skills. It is

rather a group of readiness activities designed to prepare children for learning about families around the world and the anthropological concepts about them that constitute the primary grade program.

Suggested Teaching Procedures

1. Introducing the story

Before each of the books is read, take a few minutes to talk about the people in the book and about the country where the story is located. This is an excellent time to practice the use of maps and globes. Allow the children to locate the place where the story is located or places mentioned in the story on a world map or globe. As you do this, talk about the distance of the foreign country from our own, the direction in which you would travel to get there and the way you might travel. Talk about some of the site characteristics of the country also. Tell the children about mountains, rivers, lakes and oceans of importance in and around the country.

Talk about the kind of climate.

II. Reading the Story

In reading the story the same techniques should be used as in reading any other story. The book should stand on its own merits at this point. Organize and arrange the group in a comfortable way. Be extremely careful in providing a situation where everyone can see the pictures, since this is an important source of information for the children.

III. Follow-Up

From the point of view of the social studies program this is one of the most important elements in the teaching procedure for this program. It is the procedure which will have to vary the most, depending upon the particular book that is being read to the children.

Each of the books will have a different potential for learning. Among the books on China, for example, The Story About Ping is simply a delightful story about a duck. Some discussion can be started about the fact that in China ducks are housed in boats, that they travel down the river stopping regularly to eat along the river banks, and that they are trained to return to the boat at the end of the day. This is different from the way poultry is

raised in our country. However, the book provides little information about the people of China. Such a book is presented primarily for enjoyment and as background for more informational experiences.

Little Bear is another book about China. This book is about a series of adventures of a young child. It has a wealth of information from which the teacher can cull many discussions and project a variety of verbal pictures about family life in China, at least as it was some years back. Such a story should be tapped again and again by the teacher who can relate many of the adventures of Little Bear to things that might happen to young children in this country. There is also much information about family life and the home of Little Bear.

Given this wide range of possible learnings, it is important for the teacher to know the goals of the program and the ways in which the concepts and generalizations might be approached through the specific content of each of the books. The teacher should attempt, therefore, to look for the possibilities in each of the stories and to use the information to answer such question as these:

1. What are the people like in these stories?
How is their behavior like the behavior of people in the U.S.?
How is it different?
2. What kinds of family life do these

3. people have?
What are their homes like?
How are they like the homes the children know?
4. How are they different?
What is the level of technology?
Are there machines in the story?
What role do animals play in the lives of the children?
5. How do the people in the story dress?
Are their clothes similar to ours?
Are they different in some ways?

Some of these questions can be raised immediately after the first time the story is read. Some of the stories should be repeated or referred to later. All of the books should remain in the classroom for a period of time and left in a bookshelf or library area so that children can refer to them on their own. Most of all, the follow-up should not be oppressive, making the children lose their enjoyment of books, but should be looked at and developed as a way of augmenting the child's enjoyment of each of the books used.

It is very important to handle the follow-up so that the children do not see everyone else as odd. Rather, they should see that what these people in other countries are doing is logical for them. Try to make sure that children understand why the things that happen make sense in these countries.

This unit is not one to be taught at one time and then dropped. It should be spread out throughout the school year.

OBJECTIVES

This unit should make some progress toward developing the following:

Concept: diversity

Generalizations

1. Ways of living differ from one part of the world to another.
2. All people, regardless of where they live, have many things in common.

Attitudes (To be developed by unit as a whole.)

1. Is curious about social data and human behavior.
2. Is sensitive to the feelings of others.

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Representative of the kind of books which may be useful in this unit.

ASIA

CHINA:

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 Lattimore, Eleanor, Little Bear, Harcourt, 1931.
 Liang, Yen, Tommy and Dee-Dee, Walck, 1953.
 Liang, Yen, Happy New Year, Lippincott, 1961.
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 Matsumoto, Masake, A Pair of Red Clogs, World, 1960.
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 Yashima, Taro, Plenty to Watch, Viking, 1954.
 Yashima, Taro, Crow Boy, Viking, 1955.
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Ayer, Jacqueline, Nu Dany and His Kite, Harcourt, 1959.
 Ayer, Jacqueline, The Paper Flower Tree, Harcourt, 1962.
 Ayer, Jacqueline, A Wish for Little Sister, Harcourt, 1960.

AMERICA:

CANADA:

Rapaport, Stella, A Whistle Too Much, Putnam, 1954.

MEXICO:

Bannon, Laura, Manuela's Birthday in Old Mexico, Whitman, 1939.
 Bulla, Clyde, Poppy Seeds, Crowell, 1955.
 Ets, Marie Hall, Gilberto and the Wind, Viking, 1963.
 Ets, Marie Hall and Labasida, Nine Days to Christmas, Viking, 1959.
 Evans, Katherine, One Good Deed Deserves Another, Albert Whitman Co., 1964.
 Fern, Eugene, Pepito's Story, Ariel, 1960.

AFRICA
(Ghana)

King, Robin, Burrito, Ariel, 1960.
Morrow, Elizabeth, Painted Pig, Knopf, 1942.

Sutherland, Efua, Playtime in Africa, Atheneum, 1962.
Riwoon-Brick, Anna, Stories on Kintimanjaro, MacMillan, 1957.

EUROPE

AUSTRIA:

Kahl, Virginia, Away Went Wolfgang, Scribner, 1954.
Kahl, Virginia, The Perfect Pancake, Scribner, 1960.

DENMARK:

Collins, Heavig, Wind Island, Viking, 1945.
Jensen, Virginia, Allen, Lars-Peters' Birthday, Abingdon, 1959.
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Schreiber, George, Bambino Goes Home, Viking, 1959.

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Aulairé, Ingri and Edgar, Children of the Northlights, Viking, 1960.
Borg, Unga, Parrak the White Reindeer, Warner, 1959.

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Watts, Mabel, Patchwork Kiltie, Dutton, 1954.

SPAIN:

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SWEDEN:

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"Danny Kaye Tells Six Stories From Faraway Places"
Golden Record LP62

1. "Nail Broth" - Sweden
2. "The Big Oven" - Russia
3. "Master of All Masters" - Scotland
4. "Farmer of Babbie" - Ethiopia
5. "Tale of the Name of the Tree" - Bantu
6. "Most Remarkable Cat" - Vietnam

Grade: Kindergarten
Unit: OUR GLOBAL EARTH
II

RESOURCE UNIT

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the U.S. Office of Education (Project HS-045).

INTRODUCTION

This first section of the Unit will deal with the global earth from several points of view. First it will deal with the concepts of geographic representation. In the previous section, children learned that they could represent a small known area on a map, and that each important element in that area could be symbolized. Now children will be introduced to two kinds of symbols: the globe, and the map. They will compare these and will use them both in locating places. A variety of practice activities will be developed for the children.

The second portion of this unit deals with site concepts. Children will be introduced to terms used to represent areas on the earth: land, water, island, mountain, ocean, sea, lake, river, valley. Through activities, pictures and other representations, they will be led to distinguish between these different land forms.

The final section of the unit will deal with some of the concomitants of globalism e.g. fact that the earth is spheroid in shape and has certain characteristic movements (revolving and rotating) which affect our lives in specific ways. Day and night, the seasons, our system of time measurement, and our weather are determined by these basic movements.

For this unit it is imperative that the teacher have available in her classroom good beginners' maps of the United States and the world, as well as a good beginner's globe. These are accurate, yet simplified, representations that the children will refer to constantly during the rest of the year. It would also be useful to have in the classroom a map puzzle of the world and one of the United States. (Such puzzles are made by Sifo and are available from a variety of equipment companies.) Another useful map is the molded rubber map puzzle of the United States. (This is available from Creative Playthings.) This molded map will allow the children to actually feel the site characteristics of various states and is a useful aid for learning. (If this molded map is used, it is a good idea to trace the parts, put together properly on a piece of mural paper and have the children work with the map on a paper. Otherwise it may be too difficult a task for them to put it together properly.)

OBJECTIVES

This unit should make progress toward developing the following:

Concepts

1. Globalism
2. Site (landforms, water, climate)
3. Interrelatedness (migration)
4. Change (physical processes)

MapGlobeGeneralizations

1. The earth is spheroid.
2. The inclination and revolution of the earth around the sun result in seasons.
3. The rotation of the earth produces day and night.
4. Nature changes physical features of the earth; there are certain physical processes which recur.

Skills

1. Gains information by observing the world around him.

2. Gains information by studying pictures and films.
3. Gains information by listening.
4. Gains information by making, studying, and using models.
5. Has a sense of direction.
 - a. Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole always south.
 - b. Notices directions in relationship to own town.
6. Locates places on maps or globe.
7. Can tell time by the clock and understands system of seconds, minutes, hours and days.
8. Understands the use of map symbols to represent reality; interprets symbols.
 - a. Recognizes symbols for land and water on map or globe.
9. Generalizes from simple experiments.

OBJECTIVES

CONTENT OUTLINE

The children learn uses of maps.

Understands concept of map.

- S. Has a sense of direction (notices directions in relationship to own town).
- S. Locates places on maps.
- S. Understand use of map symbols to represent reality; interprets map symbols.
- S. Orients large-scale map in its place on a small-scale map.
- S. Recognizes symbols for land and water on map or globe.
- S. Has a sense of direction (notices directions in relationship to own town).
- S. Locates places on maps.

TEACHING PROCEDURES

MATERIALS OF IN- STRUCTION

1. Bring a road map of a large geographic area to class. (Such maps of states or areas are available from major oil companies.) Spread it on the floor or on a low table. With the children seated around the map, have them discuss the map and its purposes. Ask:

Do you know what this is?

What does it show?

Can you find ... (the name of your city or town)?

Have any of you taken a trip by car? Did you use a map like this one? Where did you go? In what direction did you go? How did you use the map?

Help the children point out the destinations of the trips mentioned on the map. Trace the routes taken on these trips on the map. Mount the map on the bulletin board and display it for several days. Allow the children to use the map freely to refer to their trips, to relate their travel to others, and for any other purpose that might arise.

2. Display a beginners map of the United States the way similar to that described above. Point out the city where you live and the places children have visited on this map. Tell the children that this is a map of the United States. Compare it to the road map. Point out the area covered on the road map as it looks on the map of the whole country. Point out the cardinal directions on each map. Show the difference between land and water areas on the map. Point to each of the states on the map and mention their names. (Although the children won't remember these, this is a good introduction.) Post this map on a wall. Keep it available throughout the year and refer to it whenever the appropriate time arises.

If you have a markable map, you can mark the trips discussed

Road map of state
or region.

Beginners map of
the U.S.

S. Visualizes images of basic map patterns.

Understands site concepts (landforms, water).

S. Gains information by making and using models.

The children learn to distinguish different kinds of sites (e.g. hill, mountain, plain, valley, river, lake, etc.) which can be found in or near their community.

S. Gains information by listening.

The children learn the meaning of other site concepts which may not be found in their community.

earlier on this map. Note your own travels as well. As you draw these, talk about the direction of travel. Allow children to post pictures of themselves on locations visited. "Plastic-Tac" is a good adherent because it can be removed without injuring the map.

Plastic-Tac
Small photos of
children.

3. Present the Map Puzzle of the United States to the class. Show the children how to use it. Discuss its similarity to the posted map. Allow the children to use this puzzle as they would any puzzle. Be prepared however, to answer any geographic questions that may arise.

Map puzzle of the
United States

4. Have the children talk about the topographic features of your community. What are its characteristics? Is it hilly, mountainous, or flat? Are there rivers or streams nearby? Are you near a coastline? Is there a lake near the school that can be seen or that children have visited? Use these specific characteristics to introduce the terms in topography that we want to teach. These will depend on the characteristics of the community. As the children use the terms, ask them to tell you what they mean. Allow some time during the activity period and have the children model the characteristics of the area. This can be done in the sand table. Slightly moist sand is good for this, although the modeling will only be temporary. These features also may be modeled with clay. Don't worry about accuracy. If children can show depressions for valleys, and make crude hills and mountains, this would be adequate. Or fill sandtable with papier-mâché. Allow the children a few days of play, discontinue the play and let the papier-mâché dry. When dry, the children can paint it and play in it with small boats, cars, etc.

Sand table
Modeling clay or
papier-mâché,
toy boats, cars.

5. Read to the Class: The Little Island by MacDonald. After reading the book ask such questions as:

MacDonald, The
Little Island

S. Gains information by observing the world around him.

S. Gains information by studying pictures and films.

Understands site concepts (landforms and water).

S. Gains information by making and using models.

Understands site concepts (landforms and water).

What is an island?

What did the cat find out about belonging?

Did you ever feel that you did not belong to anybody?

Are you attached to people?

Was the island attached to the world? Are islands attached to the world? Why do they look so separate?

6. Over a period of time, read other books to the children, asking similar questions afterwards to highlight the geographic concepts in the book.

Flack, Boat on the River.
Colonius, At the Harbor.
Tressault, I Saw the Sea Come In.
Tressault; Timothy Robbin Climbs the Mountain.
Black, Busy Water.

Films:

Mountains-Gateway
Rivers-Gateway
Rocks-Gateway

7. Take a trip, or series of trips, to observe such topographical phenomena as are available within your environment. Use films, filmstrips, slides, and pictures to supplement these trips. Attempt to show as many site characteristics to the children as possible.

Cake pans, Clay or molding dough, Varnish or lacquer

8. Prepare a number of large cake pans of tin plate or aluminum foil. (The children may be able to bring some from home.) Have the children model representations of topographical phenomena in these pans,

using modeling clay. (Such characteristics as rivers, islands, lakes, and mountains would be suitable.) Allow the models to dry thoroughly, then coat them with lacquer or varnish. These may then be used in children's play. Put in the block area.

Below is the recipe for molding dough which children could use instead to mold individual topographical areas in pie plates of foil or tin:

2 c. table salt 1 c. cornstarch
2/3 c. water 1/2 c. cold water

Mix salt and 2/3 c. water in saucepan, stirring until mixture is well-heated (2 to 4 minutes). Do not boil. Remove from heat and add cornstarch which has been mixed with 1/2 c. cold water. Stir quickly. Mixture should have the consistency of stiff dough. Keeps indefinitely if stored in plastic bag.

9. The children can be encouraged to integrate their models into block structures. Provide some small plastic boats. Allow the children to use water with their representations where appropriate, and let them play with the boats in the water. Integrating these representations into block and manipulative play will provide the children with opportunities to understand site concepts and to see the relationships between different site characteristics.

Blocks
Toy cars and plastic
boats.

S. Gains information by listening.

S. Gains information by studying
models.

G. The earth is spheroid.

G. The rotation of the earth
produces night and day.

Children learn about how the movements of the
earth produce night and day.

Understands concepts of globe and
map.

Children learn about globes and to tell direc-
tion from globes.

10. Have children make representations, similar to those above, using unit blocks. Blue shelf paper or plastic (oilcloth will also do) can serve to represent the water. Children should again be allowed to play through some of the relationships they see using block accessories. They might want to build bridges over rivers, or docking facilities along the edge of the lake. These are all legitimate activities and should be supported. Allow the play to be carried over for several days, if possible.
11. Read to the children Follow the Sunset. (It might be very useful if the record of this book is also available to the children.) After reading this story, discuss with the children the idea of sunsets progressing around the world. Ask them if they have heard about those countries mentioned in the story. Do they know where these countries are? Produce the beginners globe. Point out the countries mentioned. Trace the path that the sunset takes across the globe.
12. Again produce the globe. Ask the children what this is? Present the world map. Ask the children what this represents? How are these (the map and the globe) the same? How are they different? Discuss with the children the fact that the same areas are represented on the map and the globe.

Have several of children hang the map on the wall. (Make proper provisions beforehand.) Ask the children to hang up the globe. Explain that although the globe is a truer representation of the world, it is not as handy at times (for storage etc.) as the map.

Schneider, Follow the Sunset (with record).

Beginners' globe.
Unit blocks.
Blue shelf paper or blue plastic or oilcloth.

Beginners' Globe
Beginners' map of the world

- S. Recognizes symbols for land and water on map or globe.
- S. Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole is always south.

Understands the concept of inter-relatedness (migration).

- S. Locates places on maps or globes.

Children learn that many of their parents and grandparents have come from other places; those places can be located on a map.

On the map point out the water area and the land areas. Point these out on the globe. Also point to north and south on the map and globe. Have the children notice that while North is a point on the globe, it is represented by the whole upper side of the map. Show the same for the South. Tell the children that the point on top of the globe is the North Pole and the point at the bottom of the globe is the South Pole. Have the children point these out. Practice these terms with them. Turn the globe upside down. Have them notice that these two do not change even though the whole globe may move around.

13. Ask children to bring in notes from home telling where they, their parents, and their grandparents were born. Depending on where your school is located and the kind of population you service, you will get a variety of responses. Use the world or national map to locate places of origin of each generation. You will find that interesting patterns of migration become evident. Make small flags with each child's name on one. Put these on toothpicks or match sticks and place these in a small piece of plasti-tac or a similar adhesive. Now put them in the appropriate places on the map. A piece of colored yarn from each of these to the location of the school community will highlight the movement patterns evident.

Use this representation to talk with the children about migration. Why do people move to another community or country. Why did their parents move (if they did) to this community? If there have been some transfers out of your classroom to other schools because of moving, these can also be brought up here.

World map.
Plasti-tac.
Small flags or
Toothpicks.
Yarn.

S. Gains information by observing
the world around him.

G. Nature changes physical features of the earth; there are certain physical processes which recur.

Children learn about weather. They learn to use simple weather instruments. They learn to record data and to "read" simple symbols.

You may correlate this activity with your map showing trips children have made. Why do people sometimes visit places from which they have come?

.....
 Note: THE FOLLOWING ACTIVITIES, ALTHOUGH PLACED AFTER THE FORMER MAY BE CARRIED ON PARALLEL TO THEM. THESE SHOULD BE CARRIED ON THROUGHOUT THE SCHOOL YEAR. SOME, PARTICULARLY THOSE CONCERNED WITH CHANGING SEASONS, WILL HAVE TO BE TAKEN OUT OF CONTEXT OF THE REST OF THE UNIT AND DEALT WITH AT THE APPROPRIATE TIME. ALTHOUGH THIS MIGHT CREATE SOME DIFFICULTIES DUE TO A LACK OF APPROPRIATE BACKGROUND, IT MAY BE MORE MEANINGFUL THAN SOME OF THE MORE TRADITIONAL WAYS OF HANDLING SEASONAL CHANGE IN THE KINDERGARTEN. (e.g. Teaching about Spring in Minnesota in Mid-March and talking about flowers blooming and birds returning while the snow is still thick on the ground and the weather continues to be below freezing.)

Charts

1. Have the children begin to make observations about the weather. Simple comparative statements would be adequate for temperature at first (e.g. It is warmer today than it was yesterday.) Have the children also notice cloud cover and precipitation that might exist. These can be recorded on a chart using simple symbols such as a sun for sunny, a cloud for cloudy, an umbrella for rain, a snowflake for snow, or any other appropriate symbols the teachers wish to use. Keep a day to day log of these and have the children refer to this log periodically. Let them compare the weather over a period of time and look for seasonal changes. Try to elicit such statements from the children as: "It seems to be getting colder," and "We have had a lot of rain all week."

Thermometer.
 Wind indicator.

2. Introduce the children to simple weather instruments: a large thermometer, a wind indicator, and possibly

Understands concept of globalism.

G. The inclination and revolution of the earth around the sun results in seasons.

S. Gains information by observing the world around him.

S. Gains information by studying pictures and films.

G. Nature changes physical features of the earth; there are certain physical processes which recur.

Children learn about the specific changes in the environment that are seasonal (e.g. temperature, natural phenomena). They relate these changes to the earth's movements.

a barometer might be used. (Such instruments suitable for children, are available from Creative Playthings.) With the children, begin to read these instruments daily. Also record the weather from a reading of the instruments.

Barometer.

3. Have the children view weather reports on television at home. Ask them to remember the weather forecasts and other parts of the program. Compare weather reports on these programs with the readings you take on your instruments. See the forecasts done briefly each morning. You might also wish to bring in weather maps to the class to show how the weather travels. A weather map is available from Creative Playthings, but using a map in this activity is suggested only for advanced classes. If one of the older classes in your building has a weather station, you might take a trip with your class to view it. Invite the older children to report on what they are doing.

1. When the seasons change, develop the following set of activities.

- a. View appropriate films, filmstrips and books. (See lists at the end of the unit.)

Appropriate films, filmstrips and books.

- b. Talk with the children about what is happening.

When observable changes are taking place in your area (weather trends that the children can see or changes in natural activities, such as in birds or flowers or the leaves of the trees), have the children observe and talk about these changes. Take walks through the neighborhoods to observe such changes taking place.

S. Gains information by studying models.

Understands the concept of globalism.

G. The earth's rotation produces day and night.

S. Gains information by listening.

S. Generalizes from simple experiments.

Children learn that day and night are related to the earth's movements and occur at different times in different places.

Also help the children deal with some of the changes they would not generally see. Ask such questions as:

What is happening to the days?
Are they getting longer or shorter?

2. Relate these changes to the earth revolving around the sun and to its inclination. Point out the place where you live on the globe. Using a bulb to represent the sun, move the globe around the bulb. Be sure the globe is inclined. Show the children that, although the earth may be the same distance from the sun, changes in the angle of the sun's rays will take place during these revolutions. Relate these to the changing season. (Don't expect total comprehension. At this time you are only introducing the idea. It will be reviewed and expanded in later grades.)

Globe
Electric bulb
or flashlight.

1. Replay the record. Follow the Sunset (or reread the story). Discuss with the children the idea that the sun sets at different times in different parts of the world. Use the globe twice more to illustrate this idea. Ask the children why they think it occurs. Try at this point to elicit many varied responses, but pick up inconsistencies in children's thinking. Accept temporarily any response that seems to be logically sound and that also explains all the facts the children know.

Schneider,
Follow the
Sunset.
Globe.

2. Mount a stick in the play yard at the beginning of the day. Mark off the stick's shadow. (Choose a sunny day for this.) Come back at half-hour intervals and again mark off the shadow. Ask the children what happened to the shadow. Ask them to explain what happened. Repeat the activity on succeeding days, asking the same question. Again try to elicit many responses. If you cannot use the play yard and you have a sunny room, you could mark the length of the ray of sunlight coming in an uncovered window in a similar fashion.

Stick

S. Gains information by studying models.

S. Can tell time by the clock and understands system of seconds, minutes, hours, and days.

Ask the children to observe where the sun is in the morning and where it is in late afternoon. Ask: What is happening?

3. Using a globe and a flashlight or electric bulb, illustrate the way in which the earth rotates and the way in which different parts of the earth appear in the light or darkness at any particular time. Have the children relate this to the rising and setting of the sun, and to the ways in which shadows change and the sun moves across the sky each day. Let the children verbalize the relationship of time to the movements of the earth. (You may have to help them with this.) By putting a stick on the globe and observing its shadow change you might be helping the children visualize the relationship.

Globe
Electric bulb or
flashlight
Stick

4. Present a large clock and hourglass (a 3-minute egg timer, or a large hourglass such as is available from Creative Playthings,) and a windup cooking timer to the class. Talk with them about what each is, what each does and how it works. Ask the children if it is important to know what time it is. (Relate it to their coming to school on time or not missing a favorite TV show.) Ask if they think it is important to know how long something takes. (Relate it to cooking experiences or time schedules in school.) Discuss with the children the time they come to school, the time they get up, and how they know these times. Talk about the different ways of measuring that people use. (The Creative Playthings 10-second timer would be very useful here.) Use the various timing devices to measure the duration of activities (e.g. how long it takes to read a story) and to set limits on activities (e.g. five minutes until cleanup time). Compare the different time

Clock
Hour glass
Cooking timer
10-second timer

- G. The inclination and revolution
of the earth around the sun result
in seasons.

measuring devices. Keep some of these in the classroom for exploration and experimentation by the children.

5. Try to find a sundial in the neighborhood of the school. (They are sometimes found in parks.) Take the children to see it on a sunny day. Try to read the time from it. Compare this reading with your watch. Relate the sundial to the stick you set up on the playground. Check your records to see if there was any regularity to the lengths of the shadows measured from day to day at the same time. Relate the use of the sundial to the movements of the earth. (If no sundial is available, use pictures.)

Sundial or pictures of sundial

MATERIALS OF INSTRUCTION

I. Books

- Adelson, Leone, All Ready for Winter, Children's Press, 1955.
- Bencroft, Henrietta, Down Came the Leaves, Crowell, 1961.
- Barr, Jean, Dan, the Weatherman, Whitman, 1958.
- Behn, Harry, All Kinds of Time, Harcourt and Brace, 1950.
- Bendick, J., All Around You, McGraw-Hill, 1951.
- Black, Irma Simonton, Busy Water, Holiday House, 1958.
- Branley, Franklin, Snow is Falling, Crowell, 1963.
- Branley, Franklin, What Makes Day and Night, Crowell, 1961.
- Colonius, Lillian, At the Harbor, Melmont Publishers, (no date).
- Darby, Gene, What is a Season?, Benefic Press, 1959.
- Duvoisin, R., Christmas Whale, Knopf, 1945.
- Elkin, Benjamin, The Man Who Walked Around the World, Children's Press, 1961.
- Flack, Marjorie, Boat on the River, Viking Press, 1946.
- Foster, Doris Valien, A Pocketful of Seasons, Lothrop, 1961.
- Goudey, Alice, The Day We Saw the Sun Come Up, Scribners, 1961.
- Kumin, Maxine, Follow the Fall, Putnam, 1961.
- Kumin, Maxine, Speedy Digs Downside Up, Putnam, 1964.

- Lowellen, True Book of Moon, Sun, and Stars, Children's Press, (no date).
- Lewis, Claudis, When I Go to the Moon, MacMillan, 1961.
- MacDonald, Golden, The Little Island, Doubleday, (no date).
- Munch, Theodore, What is a Solar System, Benefic, (no date).
- Pease, Josephine, This Is the World, Rand McNally, 1946.
- Pine, T.S. and J. Levine, Water All Around, McGraw, 1959.
- Podendorf, Illa, True Book of Seasons, Children's Press, 1955.
- Ravielli, Anthony, The World Is Round, Viking Press, 1963.
- Schneider, Herman and Nina, Follow the Sunset, Doubleday, (no date).
- Schneider, H. & N., You Among the Stars, Scott Foresman, 1951.
- Selsam, Millicent, You and the World Around You, Doubleday, 1963.
- Tresselt, Alvin, Hide and Seck Fog, Lothrop, (no date).
- Tresselt, Alvin, I Saw the Sea Come In, Lothrop, 1954.
- Tresselt, Alvin, Timothy Robbin Climbs the Mountain, Lothrop, 1960.
- Ziner and Thompson, The True Book of Time, Children's Press, 1956.
- Zion, Gene, All Falling Down, Harper, 1955.
- Zion, Gene, Really Spring, Harper, 1956.

II. Films

Autumn on the Farm - Encyclopedia Britannica Films.

Big Round World - Coronet.

Big Sun and Our Earth - Coronet.

Children in Autumn - Encyclopedia Britannica Films.

Children in Summer - Encyclopedia Britannica Films.

Children in Winter - Encyclopedia Britannica Films.

Introducing Globes - Bailey.

Lands and Waters of Our Earth - Coronet.

Living Desert - Walt Disney, ECB.

Mountains - Gateway.

Rivers - Gateway.

Rocks - Gateway.

Spring is an Adventure - Coronet.

Spring is a Season - Journal Films.

Spring on the Farm - Encyclopedia Britannica Films.

Summer is an Adventure - Coronet.

Summer on the Farm - Encyclopedia Britannica Films.

Telling Time by the Clock - Coronet.

What Do We See in the Sky - Coronet.

III. Filmstrips

Learning About the Seasons - (Series of 4 filmstrips) Society for Visual Education.

Lets Go to Learn - (Series ME90) Eyegate

Picture File of Winter Scenes in a Small Town U.S.A. - Table Topper Productions (series of 4).

Seasons - Curriculum Materials Corp.

Seasons and Weather - McGraw-Hill.

Seasons Come and Go - Encyclopedia Britannica Films.

Trips Here and There - (Series 60) Eyegate.

IV. Flash Cards

Global Flash Cards
Milton Bradley Co.
(#9519) Gr. 3-7.

1642
C2

Grade: Kindergarten
Unit: OUR GLOBAL EARTH

RESOURCE UNIT 3

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the U.S. Office of Education (Project HS-045).

1966

INTRODUCTION

This first section of the Unit will deal with the global earth from several points of view. First it will deal with the concepts of geographic representation. In the previous section, children learned that they could represent a small known area on a map, and that each important element in that area could be symbolized. Now children will be introduced to two kinds of symbols: the globe, and the map. They will compare these and will use them both in locating places. A variety of practice activities will be developed for the children.

The second portion of this unit deals with site concepts. Children will be introduced to terms used to represent areas on the earth: land, water, island, mountain, ocean, sea, lake, river, valley. Through activities, pictures and other representations, they will be led to distinguish between these different land forms.

The final section of the unit will deal with some of the concomitants of globalism e.g. fact that the earth is spheroid in shape and has certain characteristic movements (revolving and rotating) which affect our lives in specific ways. Day and night, the seasons, our system of time measurement, and our weather are determined by these basic movements.

For this unit it is imperative that the teacher have available in her classroom good beginners' maps of the United States and the world, as well as a good beginner's globe. These are accurate, yet simplified, representations that the children will refer to constantly during the rest of the year. It would also be useful to have in the classroom a map puzzle of the world and one of the United States. (Such puzzles are made by Sifo and are available from a variety of equipment companies.) Another useful map is the molded rubber map puzzle of the United States. (This is available from Creative Playthings.) This molded map will allow the children to actually feel the site characteristics of various states and is a useful aid for learning. (If this molded map is used, it is a good idea to trace the parts, put together properly on a piece of mural paper, and have the children work with the map on a paper. Otherwise it may be too difficult a task for them to put it together properly).

This unit should make progress toward developing the following:

Concepts

1. Globalism
 2. Site--landforms (hill, mountain, plain, valley, harbor, island); water (lake, river, sea); climate, bridge.
 3. Interrelatedness (migration)
 4. Change (physical processes)
 5. Map
 6. Globe
 7. Season
 - Generalizations
 1. The earth is spheroid.
 2. The inclination and revolution of the earth around the sun result in seasons.
 3. The rotation of the earth produces day and night.
 4. Nature changes physical features of the earth; there are certain physical processes which recur.
2. Gains information by studying pictures and films.
 3. Gains information by listening.
 4. Gains information by making, studying, and using models.
 5. Has a sense of direction.
 - a. Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole always south.
 - b. Notices directions in relationship to own town.
 6. Locates places on maps or globe.
 7. Can tell time by the clock and understands system of seconds, minutes, hours and days.
 8. Understands the use of map symbols to represent reality; interprets symbols.
 - a. Recognizes symbols for land and water on map or globe.
 9. Generalizes from simple experiments.

Skills

1. Gains information by observing the world around him.

OBJECTIVES

CONTENT OUTLINE

The children learn uses of maps.

Understands concept of map.

- S. Has a sense of direction (notices directions in relationship to own town).
- S. Locates places on maps.
- S. Understand use of map symbols to represent reality; interprets map symbols.
- S. Orients large-scale map in its place on a small-scale map.
- S. Recognizes symbols for land and water on map or globe.
- S. Has a sense of direction (notices directions in relationship to own town).
- S. Locates places on maps.

TEACHING PROCEDURES

MATERIALS OF IN-
STRUCTION

Road map of state
or region.

1. Bring a road map of a large geographic area to class. (Such maps of states or areas are available from major oil companies.) Spread it on the floor or on a low table. With the children seated around the map, have them discuss the map and its purposes. Ask:

Do you know what this is?

What does it show?

Can you find ... (the name of your city or town)?

Have any of you taken a trip by car? Did you use a map like this one? Where did you go? In what direction did you go? How did you use the map?

Help the children point out the destinations of the trips mentioned on the map. Trace the routes taken on these trips on the map. Mount the map on the bulletin board and display it for several days. Allow the children to use the map freely to refer to their trips, to relate their travel to others, and for any other purpose that might arise.

2. Display a beginners' map of the United States in a way similar to that described above. Point out the city where you live and the places children have visited on this map. Tell the children that this is a map of the United States. Compare it to the road map. Point out the area covered on the road map as it looks on the map of the whole country. Point out the cardinal directions on each map. Show the difference between land and water areas on the map. Point to each of the states on the map and mention their names. (Although the children won't remember these, this is a good introduction.) Post this map on a wall. Keep it available throughout the year and refer to it whenever the appropriate time arises.

If you have a markable map, you can mark the trips discussed

Beginners' map of
the U.S.

S. Visualizes images of basic map patterns.

Understands site concepts (landforms, water).

S. Gains information by making and using models.

The children learn to distinguish different kinds of sites (e.g. hill, mountain, plain, valley, river, lake, etc.) which can be found in or near their community.

S. Gains information by listening.

The children learn the meaning of other site concepts which may not be found in their community.

earlier on this map. Note your own travels as well. As you draw these, talk about the direction of travel. Allow children to post pictures of themselves on locations visited. "Plastic-Tac" is a good adherent because it can be removed without injuring the map.

Plastic-Tac
Small photos of
children.

3. Present the Map Puzzle of the United States to the class. Show the children how to use it. Discuss its similarity to the posted map. Allow the children to use this puzzle as they would any puzzle. Be prepared, however, to answer any geographic questions that may arise.

Map puzzle of the
United States

4. Have the children talk about the topographic features of your community. What are its characteristics? Is it hilly, mountainous, or flat? Are there rivers or streams nearby? Are you near a coastline? Is there a lake near the school that can be seen or that children have visited? Use these specific characteristics to introduce the terms in topography that we want to teach. These will depend on the characteristics of the community. As the children use the terms, ask them to tell you what they mean. Allow some time during the activity period and have the children model the characteristics of the area. This can be done in the sand table. Slightly moist sand is good for this, although the modeling will be only temporary. These features also may be modeled with clay. Don't worry about accuracy. If children can show depressions for valleys, and make crude hills and mountains, this would be adequate. Or fill sandtable with papier-mâché. Allow the children a few days of play, discontinue the play and let the papier-mâché dry. When it is dry, the children can paint it and play in it with small boats, cars, etc.

Sand table
Modeling clay or
papier-mâché.
Toy boats, cars.

5. Read to the Class: The Little Island by MacDonald. After reading the book ask such questions as:

MacDonald, The
Little Island

S. Gains information by observing
the world around him.

S. Gains information by studying
pictures and films.

Understands site concepts
(landforms and water).

S. Gains information by making and
using models.

Understands site concepts (land-
forms and water).

What is an island?
 What did the cat find out about belonging?
 Did you ever feel that you did not belong to anybody?
 Are you attached to people?
 Was the island attached to the world? Are islands attached to the world? Why do they look so separate?

6. Over a period of time, read other books to the children, asking similar questions afterwards to highlight the geographic concepts in the book.

7. Take a trip, or series of trips, to observe such topographical phenomena as are available within your environment. Use films, filmstrips, slides, and pictures to supplement these trips. Attempt to show as many site characteristics to the children as possible.

8. Prepare a number of large cake pans of tin plate or aluminum foil. (The children may be able to bring some from home.) Have the children model representations of topographical phenomena in these pans,

Flack, Boat on the River.
Colonius, At the Harbor.
Tressault, I Saw the Sea Come In.
Tressault, Timothy Robbin Climbs the Mountain.
Black, Busy Water.

Films:
Mountains-Gateway
Rivers-Gateway
Rocks-Gateway

Cake pans, Clay or molding dough, Varnish or lacquer

using modeling clay. (Such characteristics as rivers, islands, lakes, and mountains would be suitable.) Allow the models to dry thoroughly, then coat them with lacquer or varnish. These may then be used in children's play. Put in the block area.

Below is the recipe for molding dough which children could use instead to mold individual topographical areas in pie plates of foil or tin:

2 c. table salt	1 c. cornstarch
$\frac{2}{3}$ c. water	$\frac{1}{2}$ c. cold water

Mix salt and $\frac{2}{3}$ c. water in saucepan, stirring until mixture is well-heated (2 to 4 minutes). Do not boil. Remove from heat and add cornstarch which has been mixed with $\frac{1}{2}$ c. cold water. Stir quickly. Mixture should have the consistency of stiff dough. Keeps indefinitely if stored in plastic bag.

9. The children can be encouraged to integrate their models into block structures. Provide some small plastic boats. Allow the children to use water with their representations where appropriate, and let them play with the boats in the water. Integrating these representations into block and manipulative play will provide the children with opportunities to understand site concepts and to see the relationships between different site characteristics.

Blocks
Toy cars and plastic
boats.

S. Gains information by listening.

S. Gains information by studying models.

G. The earth is spheroid.

G. The rotation of the earth produces night and day.

Understands concepts of globe and map.

Children learn about how the movements of the earth produce night and day.

Children learn about globes and to tell direction from globes.

10. Have children make representations similar to those above, using unit blocks. Blue shelf paper or plastic (oilcloth will also do) can serve to represent the water. Children should again be allowed to play through some of the relationships they see, using block accessories. They might want to build bridges over rivers, or docking facilities along the edge of the lake. These are all legitimate activities and should be supported. Allow the play to be carried over for several days, if possible.

Unit blocks.
Blue shelf paper or
blue plastic or oil-
cloth.

11. Read to the children Follow the Sunset. (It might be very useful if the record of this book is also available to the children.) After reading this story, discuss with the children the idea of sunsets progressing around the world. Ask them if they have heard about those countries mentioned in the story. Do they know where these countries are? Produce the beginners' globe. Point out the countries mentioned. Trace the path that the sunset takes across the globe.

Schneider, Follow the
Sunset (with record).
Beginners' globe.

12. Again produce the globe. Ask the children what this is? Present the world map. Ask the children what this represents? How are these (the map and the globe) the same? How are they different? Discuss with the children the fact that the same areas are represented on the map and the globe.

Beginners' Globe
Beginners' map of
the world

Have several of children hang the map on the wall. (Make proper provisions beforehand.) Ask the children to hang up the globe. Explain that although the globe is a truer representation of the world, it is not as handy at times (for storage etc.) as the map.

- S. Recognizes symbols for land and water on map or globe.
- S. Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole is always south.

Understands the concept of inter-relatedness (migration).

- S. Locates places on maps or globes.

Children learn that many of their parents and grandparents have come from other places; those places can be located on a map.

On the map point out the water area and the land areas. point these out on the globe. Also point to north and south on the map and globe. Have the children notice that while North is a point on the globe, it is represented by the whole upper side of the map. Show the same for the South. Tell the children that the point on top of the globe is the North Pole and the point at the bottom of the globe is the South Pole. Have the children point these out. Practice these terms with them. Turn the globe upside down. Have them notice that these two do not change even though the whole globe may move around.

World map.
plasti-tac.
Small flags or
Toothpicks.
Yarn.

13. Ask children to bring in notes from home telling where they, their parents, and their grandparents were born. Depending on where your school is located and the kind of population you service, you will get a variety of responses. Use the world or national map to locate places of origin of each generation. You will find that interesting patterns of migration become evident. Make small flags with each child's name on one. Put these on toothpicks or match sticks and place these in a small piece of plasti-tac or a similar adhesive. Now put them in the appropriate places on the map. A piece of colored yarn from each of these to the location of the school community will highlight the movement patterns evident.

Use this representation to talk with the children about migration. Why do people move to another community or country. Why did their parents move (if they did) to this community? If there have been some transfers out of your classroom to other schools because of moving, these can also be brought up here.

S. Gains information by observing
the world around him.

G. Nature changes physical features of the earth; there are certain physical processes which recur.

Understands concepts of weather and season.

Children learn about weather. They learn to use simple weather instruments. They learn to record data and to "read" simple symbols.

You may correlate this activity with your map showing trips children have made. Why do people sometimes visit places from which they have come?

THE FOLLOWING ACTIVITIES, ALTHOUGH PLACED AFTER THE FORMER, MAY BE CARRIED ON PARALLEL TO THEM. THESE SHOULD BE CARRIED ON THROUGHOUT THE SCHOOL YEAR. SOME, PARTICULARLY THOSE CONCERNED WITH CHANGING SEASONS, WILL HAVE TO BE TAKEN OUT OF CONTEXT OF THE REST OF THE UNIT AND DEALT WITH AT THE APPROPRIATE TIME. ALTHOUGH THIS MIGHT CREATE SOME DIFFICULTIES DUE TO A LACK OF APPROPRIATE BACKGROUND, IT MAY BE MORE MEANINGFUL THAN SOME OF THE MORE TRADITIONAL WAYS OF HANDLING SEASONAL CHANGE IN THE KINDERGARTEN. (e.g. Teaching about spring in Minnesota in Mid-March and talking about flowers blooming and birds returning while the snow is still thick on the ground and the weather continues to be below freezing.)

1. Have the children begin to make observations about the weather. Simple comparative statements would be adequate for temperature at first (e.g. It is warmer today than it was yesterday.) Have the children also notice cloud cover and precipitation that might exist. These can be recorded on a chart using simple symbols such as a sun for sunny, a cloud for cloudy, an umbrella for rain, a snowflake for snow, or any other appropriate symbols the teachers wish to use. Keep a day to day log of these and have the children refer to this log periodically. Let them compare the weather over a period of time and look for seasonal changes. Try to elicit such statements from the children as: "It seems to be getting colder," and "We have had a lot of rain all week."

2. Introduce the children to simple weather instruments: a large thermometer, a wind indicator, and possibly

Thermometer.
Wind indicator.

Charts

Understands concept of globalism.

G. The inclination and revolution of the earth around the sun results in seasons.

S. Gains information by observing the world around him.

S. Gains information by studying pictures and films.

G. Nature changes physical features of the earth; there are certain physical processes which recur.

Children learn about the specific changes in the environment that are seasonal (e.g. temperature, natural phenomena). They relate these changes to the earth's movements.

a barometer might be used. (Such instruments suitable for children, are available from Creative Playthings.) With the children, begin to read these instruments daily. Also record the weather from a reading of the instruments.

Barometer.

3. Have the children view weather reports on television at home. Ask them to remember the weather forecasts and other parts of the program. Compare weather reports on these programs with the readings you take on your instruments. See the forecasts done briefly each morning. You might also wish to bring in weather maps to the class to show how the weather travels. A weather map is available from Creative Playthings, but using a map in this activity is suggested only for advanced classes. If one of the older classes in your building has a weather station, you might take a trip with your class to view it. Invite the older children to report on what they are doing.

1. When the seasons change, develop the following set of activities.

Appropriate films, filmstrips and books.

- a. View appropriate films, filmstrips and books. (See lists at the end of the unit.)

- b. Talk with the children about what is happening.

When observable changes are taking place in your area (weather trends that the children can see or changes in natural activities, such as in birds or flowers or the leaves of the trees), have the children observe and talk about these changes. Take walks through the neighborhoods to observe such changes taking place.

S. Gains information by studying models.

Understands the concept of globalism.

G. The earth's rotation produces day and night.

S. Gains information by listening.

S. Generalizes from simple experiments.

Children learn that day and night are related to the earth's movements and occur at different times in different places.

Also help the children deal with some of the changes they would not generally see. Ask such questions as:

What is happening to the days?
Are they getting longer or shorter?

2. Relate these changes to the earth revolving around the sun and to its inclination. Point out the place where you live on the globe. Using a bulb to represent the sun, move the globe around the bulb. Be sure the globe is inclined. Show the children that, although the earth may be the same distance from the sun, changes in the angle of the sun's rays will take place during these revolutions. Relate these to the changing season. (Don't expect total comprehension. At this time you are only introducing the idea. It will be reviewed and expanded in later grades.)

Globe
Electric bulb
or flashlight.

1. Replay the record Follow the Sunset (or reread the story). Discuss with the children the idea that the sun sets at different times in different parts of the world. Use the globe once more to illustrate this idea. Ask the children why they think it occurs. Try at this point to elicit many varied responses, but pick up inconsistencies in children's thinking. Accept temporarily any response that seems to be logically sound and that also explains all the facts the children know.

Schneider,
Follow the
Sunset.
Globe.

2. Mount a stick in the play yard at the beginning of the day. Mark off the stick's shadow. (Choose a sunny day for this.) Come back at half-hour intervals and again mark off the shadow. Ask the children what happened to the shadow. Ask them to explain what happened. Repeat the activity on succeeding days, asking the same question. Again try to elicit many responses. If you cannot use the play yard and you have a sunny room, you could mark the length of the ray of sunlight coming in an uncovered window in a similar fashion.

Stick

S. Gains information by studying models.

S. Can tell time by the clock and understands system of seconds, minutes, hours, and days.

Ask the children to observe where the sun is in the morning and where it is in late afternoon. Ask: What is happening?

3. Using a globe and a flashlight or electric bulb, illustrate the way in which the earth rotates and the way in which different parts of the earth appear in the light or darkness at any particular time. Have the children relate this to the rising and setting of the sun, and to the ways in which shadows change and the sun moves across the sky each day. Let the children verbalize the relationship of time to the movements of the earth. (You may have to help them with this.) By putting a stick on the globe and observing its shadow change you might be helping the children visualize the relationship.

Globe
Electric bulb or
flashlight
Stick

4. Present a large clock and hourglass (a 3-minute egg timer, or a large hourglass such as is available from Creative Playthings,) and a windup cooking timer to the class. Talk with them about what each is, what each does and how it works. Ask the children if it is important to know what time it is. (Relate it to their coming to school on time or not missing a favorite TV show.) Ask if they think it is important to know how long something takes. (Relate it to cooking experiences or time schedules in school.) Discuss with the children the time they come to school, the time they get up, and how they know these times. Talk about the different ways of measuring that people use. (The Creative Playthings 10-second timer would be very useful here.) Use the various timing devices to measure the duration of activities (e.g. how long it takes to read a story) and to set limits on activities (e.g. five minutes until cleanup time). Compare the different time

Clock
Hour glass
Cooking timer
10-second timer

- G. The inclination and revolution of the earth around the sun result in seasons.

measuring devices. Keep some of these in the classroom for exploration and experimentation by the children.

5. Try to find a sundial in the neighborhood of the school. (They are sometimes found in parks.) Take the children to see it on a sunny day. Try to read the time from it. Compare this reading with your watch. Relate the sundial to the stick you set up on the playground. Check your records to see if there was any regularity to the lengths of the shadows measured from day to day at the same time. Relate the use of the sundial to the movements of the earth. (If no sundial is available, use pictures.)

Sundial or pictures of sundial

MATERIALS OF INSTRUCTION

I. Books

- Adelson, Leone, All Ready for Winter, Children's Press, 1955.
- Bencroft, Henrietta, Down Came the Leaves, Crowell, 1961.
- Barr, Jean, Dan, the Weatherman, Whitman, 1958.
- Behn, Harry, All Kinds of Time, Harcourt and Brace, 1950.
- Bendick, J., All Around You, McGraw-Hill, 1951.
- Black, Irma Simonton, Busy Water, Holiday House, 1958.
- Branley, Franklin, Snow is Falling, Crowell, 1963.
- Branley, Franklin, What Makes Day and Night, Crowell, 1961.
- Colonius, Lillian, At the Harbor, Melmont Publishers, (no date).
- Darby, Gene, What is a Season? Benefic Press, 1959.
- Duvoisin, R., Christmas Whale, Knopf, 1945.
- Elkin, Benjamin, The Man Who Walked Around the World, Children's Press, 1961.
- Flack, Marjorie, Boat on the River, Viking Press, 1946.
- Foster, Doris Valien, A Pocketful of Seasons, Lothrop, 1961.
- Goudey, Alice, The Day We Saw the Sun Come Up, Scribners, 1961.
- Kumin, Maxine, Follow the Fall, Putnam, 1961.
- Kumin, Maxine, Speedy Digs Downside Up, Putnam, 1964.

- Lowellen, True Book of Moon, Sun, and Stars, Children's Press, (no date).
- Lewis, Claudis, When I Go to the Moon, MacMillan, 1961.
- MacDonald, Golden, The Little Island, Doubleday, (no date).
- Munch, Theodore, What is a Solar System, Benefic, (no date).
- Pease, Josephine, This Is the World, Rand McNally, 1946.
- Pine, T.S. and J. Levine, Water All Around, McGraw, 1959.
- Podendorf, Illa, True Book of Seasons, Children's Press, 1955.
- Ravielli, Archony, The World Is Round, Viking Press, 1963.
- Schneider, Herman and Nina, Follow the Sunset, Doubleday, (no date).
- Schneider, H. & N., You Among the Stars, Scott Foresman, 1951.
- Selsam, Milicent, You and the World Around You, Doubleday, 1963.
- Tresselt, Alvin, Hide and Seek Fog, Lothrop, (no date).
- Tresselt, Alvin, I Saw the Sea Come In, Lothrop, 1954.
- Tresselt, Alvin, Timothy Robbin Climbs the Mountain, Lothrop, 1960.
- Ziner and Thompson, The True Book of Time, Children's Press, 1956.
- Zion, Gene, All Falling Down, Harper, 1955.
- Zion, Gene, Really Spring, Harper, 1956.

11. Films

Autumn on the Farm - Encyclopedia Britannica Films.

Big Round World - Coronet.

Big Sun and Our Earth - Coronet.

Children in Autumn - Encyclopedia Britannica Films.

Children in Summer - Encyclopedia Britannica Films.

Children in Winter - Encyclopedia Britannica Films.

Introducing Globes - Bailey.

Lands and Waters of Our Earth - Coronet.

Living Desert - Walt Disney, ECB.

Mountains - Gateway.

Rivers - Gateway.

Rocks - Gateway.

Spring is an Adventure - Coronet.

Spring is a Season - Journal Films.

Spring on the Farm - Encyclopedia Britannica Films.

Summer is an Adventure - Coronet.

Summer on the Farm - Encyclopedia Britannica Films.

Telling Time by the Clock - Coronet.

What Do We See in the Sky - Coronet.

III. Filmstrips

Learning About the Seasons - (Series of 4 filmstrips) Society for Visual Education.

Lets Go to Learn - (Series ME90) Eyegate

Picture File of Winter Scenes in a Small Town U.S.A. - Table Topper Productions
(series of 4).

Seasons - Curriculum Materials Corp.

Seasons and Weather - McGraw-Hill.

Seasons Come and Go - Encyclopedia Britannica Films.

Trips Here and There - (Series 60) Eyegate.

IV. Flash Cards

Global Flash Cards
Milton Bradley Co.
(#3519) Gr. 3-7.

1647

Grade: Kindergarten

Unit: MAN CHANGES THE EARTH

RESOURCE UNIT

4

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INTRODUCTION

One of the most significant aspects of the world's geography is its dynamic character. It is ever-changing. Both men and nature change the character of the earth. Man cuts forests, causes erosion to the land, destroys grasslands, changes the course of rivers, moves mountains, and transports phenomena from one part of the world to another. Nature builds new mountains, cuts new river channels, fills the seas, inundates the lands, and develops new plants and animals. It transforms the landscape, adding and subtracting phenomena as part of the process.

Geography is a study of the present. However, to understand the present one must understand the past.

Directly associated with the concept of change is the concept of process. Process refers to a systematic series of continuous actions or changes taking place in a definite manner.

Amid the physical and biotic changes which are taking place, man motivates yet another set of processes which may be classed as socioeconomic. In the geographical literature these include political, economic, or other commonly used dimensions of human society. These, too, produce systematic and evolutionary changes in the map patterns and regional content of geography. Examples are the changing maps of population and

settlement, industrial regions, or political boundaries.

The systematic study of the process of change, as stated above, is an important element in the study of geography. For most adults, the process of community and geographic change is such a natural one that we seldom concern ourselves with it and are often not aware of it. We take cognizance of the process only when the rate of change increases suddenly, or when we are brought face to face with changes that have taken place for which we have not been prepared.

For the kindergarten child the world is often seen as a constant, unchanging universe. Part of this is due to the natural oversimplification that takes place as the child begins to conceptualize his environment. He can begin to order his world and draw generalizations only when he conceives of relationships as constants. The kindergarten child, if he is to learn geographic concepts, must become aware of change, must learn to characterize it, and see change as an orderly process.

To help the child become aware of change, one needs to present him with change that is taking place in his environment. The child should observe this change and attempt to understand it. Simply putting the child into a changing situation is not enough. Since change is a process that takes place over a period of time, it also means that the child must become aware of the process itself.

The observation of change is something that needs to take place over a period of time. A single visit to a construction site, for example, will make the child aware of some of the elements of building. For the child to understand change, however, he needs to see that building in several stages of construction. Through spaced observations, or audio-visual presentations that simulate observations, the child can begin to understand the concept of process.

OBJECTIVES

Progress should be made toward developing the following:

Concepts: Change, machine

Generalizations:

1. Man changes the physical environment.
2. Nature changes the physical environment.

Skills:

1. Gains information by studying pictures, films, and filmstrips.
2. Gains information by using models.
3. Gains information by observing the world around him.
4. Has a sense of the passage of time.

OBJECTIVES

G. Man changes the physical environment.

S. Has a sense of the passage of time.

G. Gains information by observing the world around him.

S. Gains information by using models.

CONTENT OUTLINE

I. There are particular changes taking place in our community right now.

A. Man uses a variety of machines to change the earth.

B. Places look different over time.

TEACHING PROCEDURES

MATERIALS

1. Read to the children The Little House. Ask the following questions:

What happened to the little house?
 Did it move from the city to the country?
 What was changing in the story?

Try to elicit from them the concept of change over time as well as the sequence of change described in the story.

2. Locate some area in your community where observable change is taking place. This could be a building going up or one being torn down, a highway being built or rebuilt, an area of farmland that is being subdivided for homes or a reforestation project. Have the children visit the project and observe the work being done. If possible, have a foreman or guide talk briefly about the project. Have him tell about why the project is taking place as well as what the site looked like before the project began and what it will look like upon completion. If possible, make slides to show what it looked like in the early stages of change. Arrange visits to the same project to see progress taking place in order that children can experience change over time. As you return, have the children remark about changes in relation to the passage of time.

3. Provide children with toys representing the kinds of machines that they saw on the project as well as others that are used to change the face of the earth. These would include cranes, bulldozers, dump trucks, etc. Provide these toys for play activity purposes in the sand table and in

Such toys as: small plastic earthmovers, bulldozers, road scrapers, dump trucks, derricks, tractors and loading conveyor and/or

Barton, The Little House.

S. Gains information by study-
ing films and filmstrips.

the block activity area. Talk about their uses. After the trip the children will probably use these in legitimate ways. As the play progresses, you might wish to inject a few questions such as:

Who uses the... (name the machine)?

What is it used for?

Why is such a machine used? Couldn't men dig with shovels (or carry on their backs, etc.)?

How does the machine work?

Allow the children to play with these toys over a period of time.

4. Bring in the Big Book of Real Building and Wrecking Machines.

Show the pictures in the book and talk about each of them with the children. Relate these pictures to the machines the children have seen, either on the trip or in their prior experience. Talk about the names of each machine as well as what it does and how it operates. Try to get the children to discuss the need for machines to do heavy work.

5. Show filmstrip Men and Machines Work Together. Talk about the uses of machines and the changes that take place in the community.

- a. Why do we use machines?
- b. What kinds of machines do your fathers use at work?
- c. Are machines the same today as they were long ago?
- d. How have they changed?

larger toys that children can sit on and use, such as: scoop excavator, swing dump truck, crane, fork-lift truck and wheelbarrow. (See source list at end of this section)

Zaffo, Big Book of Building and Wrecking Machines.

Filmstrip - Men and Machines Work Together. McGraw Hill.

- G. Man changes the physical environment.
- II. The community was different long ago from what it is like today.

5. Gains information by
studying pictures.

6. Identify a person in the community who has lived in the area a long time, who has seen change taking place in the community, and who would be willing to tell the children about the community as it was long ago. This person might be a grandparent of one of the children or one of the retired persons in the community who has free time available. (Check if there are "Golden Age" clubs around. These often are a good source of such resource people.) Ask the person to come to school and talk with the children about long ago. Ask him to describe what the neighborhood was like and how it changed. Ask him to talk about specific sites that the children would know and contrast these as they are today and as they were long ago. (If possible, ask him to bring old photos with him to show to the children.)

Picture of parts of the community as they were long ago.

Rope, marked off in years.
Mural paper.

7. Bring in photos of the neighborhood as it was long ago and contrast them with the neighborhood as it is today. Sources of such pictures include:

Pictures of parts of the community as they were long ago.

- a. Children's families--they might have photos of their area as it was long ago that you could compare with the photos of buildings now existing in the area.

- b. Local newspapers--Often in their files, local papers have photos of sites of local significance as they were long ago. If these are available, there should be no difficulty in getting copies of these photos for your use.

- c. Private collections--Other teachers or persons you know who are amateur photographers may keep files of photographs or slides. They are generally more than willing to make these available.

- d. Local governmental agencies--They often use films or photos as part of their records.

S. Has a sense of the passage of time.

G. Man changes the physical environment.

G. Nature changes the physical environment.

S. Gains information by studying pictures.

G. Man changes the physical environment.

G. Nature changes the physical environment.

III. We can learn the many ways in which man changes the physical environment and some of the ways in which nature changes it.

Try to get a series of pictures taken of the same site over a period of time. Contrast these pictures of long ago with those of things as these things are today. Talk with the children about the fact that we are constantly changing our environment to meet our particular needs. Use examples of house or school remodeling to make the point.

8. Develop a mural-type time line and locate pictures on it according to time progression. A mural time line might depict your area before settlers arrived, early settlers' homes, homes at the turn of the century, present-day city life.

Another mural might show the development of the automobile or the airplane. Ask children: *How* have these methods of travel changed the appearance of our landscape?

9. Over a period of time, bring in books that show the changes that take place in the physical environment, either those caused by man or by nature, as well as books about the way man changes the earth. With each of these picture story books, stress the process of change that is highlighted in the book. Some of these deal with contrasts. Others deal with change itself. Use each book in its own appropriate way, being careful that you do not become so didactic that you lose the point of the story. (See materials for list of books.)

10. Provide a variety of pictures showing children the ways in which man changes the earth. Talk about what is happening in each picture and why man is building these things. These pictures can include: mines, quarries, farms, reforestation projects (planting as well as digging), canals and locks (seaway or river), buildings, cities, homes, factories, highways, expressways.

Rope, marked off in years.
Mural paper.

Bates, Who Built the Bridge.

Burton, Mike Mulligan and His Steam Shovel.

Goodspeed, Let's Go To Work.

Up.

Tresselt, Follow the Road.

Tresselt, Rain-Drop Splash.

12/ 13

Also show pictures of floods and tornadoes, etc., which illustrate ways in which nature changes the earth.

11. Show one or more of the films listed under the section on materials at the end of the unit. Discuss the changes shown and what was bringing them about.

Have the children develop a series of books about change. They can dictate stories to the teacher who will type them on a primary typewriter. They can also make their own illustrations. Use such titles as:

- a) How the earth (neighborhood) looked long ago.
- b) How the earth (neighborhood) will look in the future.
- c) Machines we use to change the earth (neighborhood).

Each child can select a subject for his book. The books can be displayed and later sent home.

Drawing paper.
Construction
paper.
Primary type-
writer.
Crayons.

MATERIALS

EQUIPMENT SOURCESEducational Equipment

- Community Playthings, Mifflin, N.Y.
- Creative Playthings, Inc., Princeton, N.J.
- Childcraft Equipment Co. 155 E. 23 Street, New York 10, N.Y.
- 3 to 7 Playways, St. Paul Book and Stationary Co., 6th and Cedar, St. Paul, Minn.

BOOKS

- Altki, The Wish Workers. Dial Press, 1962.
- Bates, Norman, Who Built the Bridge, Scribner, 1954.
- Bates, Norman, Who Built the Dam, Scribner, 1958.
- Burton, Virginia Lee, Mike Mulligan and His Steam Shovel, Houghton, 1939.
- Burton, Virginia Lee, The Little House, Houghton, 1942.
- Goodspeed, J.M., Let's Go To Watch a Building Go Up, Putnam, 1956.
- Greene, Carla, I Want To Be A Roadbuilder, Children's Press.
- Pape, Lee The First Doll in the World, Lothrop, Lee & Shepard, 1961.
- Tresselt, Alvin, Follow the Road, N.Y., Lothrop, 1953.
- Tresselt, Alvin, Rain Drop Splash, N.Y., Lothrop, 1946.
- Zaffo, The Big Book of Building and Wrecking Machines, Grosset, 1951.

FILMS

Building a Highway. Encyclopedia Britannica Films.
Let's Build a House. CW.
Machines That Help the Farm. Film Associates.

FILMSTRIPS

Bridges. Camerart.
Cities. Gateway.
Roadbuilders At Work. Curriculum Films.
Trucks At Work. Curriculum Films.
Men and Machines Work Together. McGraw-Hill.

Note: In this section particularly, a variety of audio-visual materials needs to be developed. Pictures and slides of roads, streets, houses being built, urban renewal, subdividing of farms in suburbs, making canals, leveling mountains, forming tunnels should be collected. It is also important to develop a collection of slides and pictures showing how nature changes the face of the earth through floods, tornadoes, etc.

1643

Grade: Kindergarten

Unit: A HOME OF VARIED RESOURCES

RESOURCE UNIT 5

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the U.S. Office of Education (Project-HS-045).

INTRODUCTION

This section of the kindergarten social studies program is an attempt to introduce children to the variety and diversity that is found in various places. In order to do this, we first have the children view their own community. We point out the differences that can be found in every neighborhood within a distance of only a few blocks. Some of this is the product of natural phenomena. A good portion of this diversity, however, is caused by man's attempt to order his environment to make for efficiency and comfort.

Once children can visualize this diversity, they can be helped to see that the larger community of the world just like their own community, is organized to provide different things for people. As they see the interdependence of different elements in their community, they can also be helped to see the interdependence of different parts of the world. Many of the things that are produced in our community go to other regions to be consumed.

The children can also be introduced to some of the causes of this interdependence. The fact that we do not have the resources we need immediately in our community is one of the reasons for this interdependence. We have to go outside our community, not only for the exotic things in our lives, but even for everyday things such as gasoline and bread. This is an important thing for people to understand. When presented in concrete ways, such information should help children understand such concepts as diversity and interrelatedness.

The first activities are aimed at teaching the child about diversity and variability as well as about the interrelatedness of geographic areas. These activities will highlight our dependency upon resources available in other communities. Since communities vary so much in terms of their areas of dependency, the teacher should feel free to modify these activities to highlight the distinctive characteristics of her own community.

In order to relate these concepts to the immediate lives of the children, the next section of this unit is broken into two tracks. The first track is for the city child, the second for the rural child. Suburban areas can use activities from both tracks, since they seldom produce any commodities and are dependent upon the outside world for all of life's necessities. The last section of the unit is for children in all types of communities.

OBJECTIVES

This unit should make progress toward developing the following:

Concepts

1. Diversity or variability (areal differentiation)
2. Interrelatedness -- spatial interaction (interdependence)
3. Spatial location

Generalizations

1. No two places are exactly alike. Each place looks somewhat different from other places.
2. The people who live in one community depend upon each other for different goods and services.
3. People depend upon other communities and countries for certain goods and services.
4. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.
5. Things can be located at specific points on the earth's surface.
6. Places can be located in relationship to where we live in terms of their distance and direction from us.

Skills

1. Gains information by observing the world around him.
2. Locates places on maps or a globe.
3. Notices directions of places in relationship to his own home, town, state, and country.
4. Compares distances (in general terms such as longer, shorter, or the same).
5. Generalizes from data or simple experiments.

Attitudes

1. Is curious about social data and human beings and desires to learn more about them. (To be developed by unit as a whole)

3 / -4-

OBJECTIVES

Understands the concepts of diversity and spatial location.

G. No two places are exactly alike. Each place looks somewhat different from other places.

G. Things can be located at specific points on the earth's surface

CONTENT OUTLINE

1. The neighborhood is organized so that different resources are located in different places. These resources can be located on a map of the neighborhood.

3. Locates places on maps.

G. The people who live in one community depend upon each other for different goods and services.

TEACHING PROCEDURES

MATERIALS

Wall map of community
Transparency
overlay map of community
Overhead projector

1. Display the map of the community and present it again to the children. Ask them to refer to the places on the map where we can find stores. If there are factories in the community, ask the children to point out the places where there are factories. Where are people's homes located? Have the children point out bus lines, train lines, or other avenues of transportation. (It might be helpful to take a walking trip around the neighborhood again at this time if you want to refresh the children's memories on some of the details of the community.) If possible, reproduce the map on a transparency to be used with overhead projector. Using overlays, make a set of transparencies that show all of the distinct characteristics of the neighborhood such as those mentioned above. This will allow you to deal with just a single area in the neighborhood or several of these at once.

2. Ask the children the following questions:

- a. Where would you go if you wanted to buy food, clothing, or other things? (Have children point to places on the wall map. Then project the transparencies and the appropriate overlay.)
- b. Where would you go if you wanted to go... (downtown, etc.)?
- c. Where would you go if you wanted to buy gasoline for your father's car?

R
G. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

TRACK A -- To be followed by classes in urban schools

Understands concepts of interrelatedness and spatial interaction.

G. The people who live in one community depend upon each other for different goods and services.

II. We get the foods we need from many places. These foods are available in a supermarket.

Ask additional questions aimed at having the children point out the varied resources in the community and their geographic location.

3. Now ask the following questions mainly to have children begin to reflect on causality. Try to elicit a wide variety of responses to each question.
 - a. Why are all the stores located on one block (or center or area)?
 - b. Why are the houses in different locations than the stores?
 - c. Why are some streets better to drive to than others?
 - d. Why do the buses go along some streets and not along others?

1. Read to the children the book I Want To Be a Storekeeper. Talk about the supermarket with the children. Why do people go to supermarkets? What kinds of things do you buy at a supermarket? Why do we need supermarkets?

Green, I Want To Be a Storekeeper

G. People depend upon other communities and countries for certain goods and services.

S. Gains information by observing the world around him.

S. Generalizes from data

G. The people who live in one community depend upon each other for different goods and services.

Plan for a trip to a supermarket at this time. Discuss the things they should look for in the store. e.g. What kinds of foods will we find? What other products are we likely to find? How will these products be processed or prepared? (e.g. dried, canned, frozen, fresh) Where does the supermarket get its food?

2. Take the children on a trip to a local supermarket. Arrange the trip ahead of time with the supermarket manager. Ask to be allowed to watch food being unloaded from trucks in back of the supermarket. You might wish to relate this trip to some other experience you are having. If you will be doing some cooking or baking or preparing for a parent visit, the trip can have a dual purpose. If there are not other special occasions planned, obtain some food at the supermarket that comes from far away (e.g. Hawaiian pineapple, Mandarin oranges from Japan) to share with the children as a treat back at school.

3. Back in the classroom, discuss the trip with the children. Ask the children what they saw in the supermarket. Ask them if they know where these things came from. Refer to the trucks. Why did they need big trucks to bring food to the supermarket? Also ask: How does the supermarket help us?

World map or globe

G. Places can be located in relationship to where we live in terms of their distance and direction from us.

S. Locates places on maps or a globe.

S. Notifies directions of places in relationship to his own home, town, state, and country.

S. Compares distances (in general terms such as longer, shorter, or the same).

G. No two places are exactly alike. Each place looks somewhat different from other places.

G. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

G. People depend upon other communities and countries for certain goods and services.

S. Gains information by observing the world around him.

III. Many of the things made in our community are sent to distant places to be used.

Map of community
World map or globe.

4. Refer back to the trip you took of your neighborhood. Use the map again. Ask if the foods seen in the supermarket are produced in the neighborhood? Why not? Stress the fact that many of the things we need in order to live come from far away. Bring out your pineapple (or whatever you bought). Display on the world map or globe where this food came from. Trace the trip it took. Note distance and direction as well as travel over land and water. Also show picture of place where grown. You might want to share the fruit with the children as a treat.
5. If there is a small plant or factory in your neighborhood or within trip distance, have the children visit the plant. Let them observe the process of manufacturing. Ask the manager or guide to talk with the children. Ask him if his workers use all of the things made in the factory? Do the products all stay in the community? Where is his merchandise sold? Where does he get his raw materials? (The nature of the plant is less important than the fact that the plant might get its materials from outside the community and distribute its products outside the community.)

12/-13-

Maps of U.S., of State, and of World
Globe

6. Back at school review the trip taken to the factory. Talk with the children about the product made and where it is distributed. Trace the distribution of merchandise on an appropriate map. Stress the fact that just as we get things we need from far away, many of the things we make in the community are used by others far away.

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1. Prepare the children for a trip to the hardware store. This might be in conjunction with some other activities in the classroom such as buying nails for the woodwork table or supplies for the house-keeping area. Talk about the trip. Ask the children: What kinds of things are found in a hardware store? Why do we need hardware stores? Who runs the hardware store? Who buys things at the hardware store?

2. Take the children to the store. Observe the things in the store. Look at the labels of things for places of origin. Read these to the children (e.g. Made in U.S.A., Made in West Germany, Made in Japan, Produced in New Haven, Conn.) Talk with the manager or owner about where he gets his merchandise and where the original goods come from. Ask him who buys in his store and why they buy things in his store. Purchase an inexpensive item from a distant country.

- G. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.
- G. We can locate things at specific points on the earth's surface.
- G. Places can be located in relationship to where we live in terms of their distance and direction from us.
- S. Locates places on maps or a globe.
- S. Notifies directions of places in relationship to his own home, town, state, and country.
- S. Compares distances (in general terms such as longer, shorter, or the same).
- G. People depend upon other communities and countries for certain goods and services.
- S. Gains information by observing the world around him.

III. Many of the things made in our community are sent to distant places to be used.

Map of community
World map or globe

3. Back at school discuss this trip. Ask the children if they can recall the things they saw at the store and where they came from. Refer back to the trip you made of your neighborhood. Bring out the map that the children used at that time to refresh their memories. Ask if the products seen in the hardware store are made in the neighborhood? Why not? Stress the fact that many things we need in order to live come from far away. Bring out the item you have purchased in the store. Display on the map or globe of the world the place of origin of this item. Trace the trip it took. Note distance and direction as well as travel over land and water. Leave the item displayed in a prominent place.

4. Visit a small farm. Have the children walk around to see what is produced on the farm. (The nature of the farm is not important.) Talk with the farmer. Ask him what he does with the product he raises. Does he consume it all? Where is the market he uses? Who uses what he produces?

- S. Locates places on maps or a globe.
- G. People depend upon other communities and countries for certain goods and services

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XXXXXXXXXXXXXXXXXXXXXXXXXXXX

FOR BOTH URBAN AND RURAL CLASSES

Understands concepts of interrelatedness and spatial interaction.

- G. People depend upon other communities and countries for certain goods and services.

- IV. Many of the things we use (other than food or hardware goods) come from distant places.

- A. Many of our toys come from distant places.

5. Back at school, review the trip taken by the farmer's produce. Trace on an appropriate map the trip that the farmer's produce takes to market and possibly to the consumer. Stress the fact with the children that just as we get many things we need from far away, many things that are produced in a community are sent far away for someone else's use.

XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

1. Bring in a few toys that were produced in foreign countries. If you do not have any at home, many such toys are available inexpensively in dime stores and toy stores.
- e.g. paper kites from Japan
 - mechanical and battery operated toys and games from Japan
 - puppets and stuffed animals from Germany
 - toy cars and trucks from England
- Other toys from distant lands are easily available.

Toys produced in other lands

Show these to the children. They are probably familiar with some of them and will be able to tell you where they come from. After you have discussed the toys and their places of origin, ask the children if they can each bring something from home that comes from another country. They could bring their own toys or they could bring other things they have at home.

8. Many of the other objects in our homes come from distant places.

G. We can locate things at specific points on the earth's surface.

8. Locates places on maps or a globe.

5. Generalizes from data.

Understands concepts of diversity, spatial location, interrelatedness.

G. People depend upon other communities and countries for certain goods and services.

5. Locates places on maps.

Many of us have to bring our water from some place other than under our house. We also depend upon other places for the materials needed to warm our school and homes.

2. Have the children display the toys that they bring and tell the class what each is and where it comes from. Set up a display of these things on a classroom table. Over the table mount a map of the world. Stretch pieces of yarn from each item on the table to the country of origin on the map. Pins will hold the yarn in place. Other things children bring into the classroom might also be located on the map in terms of the place of origin. (e.g. British ~~toys~~, Irish lace, Japanese silk, Italian shoes, Indian madras cloth, clothing produced in other lands.) Ask: What does this map and display show us?

Table
World map
Yarn
Pins

3. If your community has a central water supply, use this activity: Open up the tap in the sink. Ask children where the water comes from. See if the children can get the idea that water comes from a source even more basic than the faucet. Take a trip to the basement of the school building. Try to trace the water pipes to their place of entry. Ask the custodian to help you.

Also look at source of heat while in boiler room. Locate gas and/or coal fields on map of the U.S. Ask: How do you think these materials travel to us? Show pictures of pipe lines and of coal on railroad cars. Or tell pupils how it does come to their town.

Map of United States
Pictures of oil pipe lines
and of railroad cars
loaded with coal.

G. The people who live in one community depend upon each other for different goods and services.

Understands concepts of diversity, spatial location, interrelatedness.

G. People depend upon other communities and countries for certain goods and services.

S. Gains information by observing the world around him.

D. The gasoline we use daily in our car comes from far away.

Schneider, Let's Look Under the City

Pictures of
community
water
sources

4. Read Let's Look Under the City. Talk with the children about the many things that are underground in your community. Talk about the source of water that your community has. Some places use a common well, others use a nearby lake or river. Some cities need to go far away for their water resources. Ask the children to find out where the water in their houses comes from. Ask them to have their fathers or mothers show them the water supply source in their houses. If possible obtain pictures of water supply source in your community. Local agencies will help you with this. Show these to the children, explaining that we need to get water from some place outside the house and school and bring it in by pipes.

5. Visit a gasoline filling station in your neighborhood. Watch the filling station attendant as he puts gas and possibly oil in the car. Ask him where he keeps his gasoline? Ask: Why is it stored underground? Where do you get it? If possible schedule the trip so that you can see the large tank truck delivering gas to the station. Ask the man where the gasoline comes from. Back at school, locate sources of gasoline on a map of the U.S.

Map of U.S.

- G. Places can be located in relation-
ship to where we live in terms of
their distance and direction from us.
- S. Locates places on maps or a globe.
- S. Notifies directions of places in re-
lationship to his own home, town,
state, and country.
- S. Compares distances (in general terms
such as longer, shorter or the same.)
- G. Some things can be produced or sold
better in one place than another be-
cause of access, climate, resources,
people's skills, etc.

Understands concept of interrelatedness.

- S. Generalizes from data or simple
experiments.

- G. The people who live in one community
depend upon each other for certain
goods and services.

- E. Flour and wheat for bread ~~may~~ come
from far away. We buy bread because it
is easier and faster than to
make our own.

6. Read to the children about the places where oil and gasoline originate (see bibliography). Show pictures of drilling for oil and refining it. Refer to your map of the world. Mark on the map the places that oil comes from (southwest U.S., Venezuela, Persian Gulf area.) (Note general direction and distance from home town.) Show the trip the oil has to make before it comes to the filling station. Talk about the need for oil to make gasoline so that cars all over the United States can run. Also ask: Why don't we make our own oil and gasoline in this town?

Bats,
Who Fishes for Oil
Podendorf, T
True Book of Rocks and Minerals
World map

7. In a Health Food shop you can buy raw whole wheat berries. Purchase these and bring them to school. Tell the children what they are. Show them on a map where they come from. Borrow a blender. You can have the blender grind out a coarse flour. When sifted this can be used to bake bread. If cooking facilities are available in the school, bake a loaf. Use a standard recipe. Allow the children to participate in the preparation. You might want to use store-bought flour for a parallel dough-making experience. Have the children taste the bread. Have them also buy a loaf of bread in a store. Time the purchase of the bread as well as the production process. Also have the children measure the bulk of the wheat and flour made.

Map of U.S.

G. People depend upon other communities and countries for certain goods and services

S. Locates places on maps.

G. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.

Understands the concept of interrelatedness.

G. People depend upon other communities and countries for certain goods and services.

S. Locates places on maps or a globe.

G. No two places are exactly alike.
Each place looks somewhat different from other places.

F. Many other things we eat and use come from different parts of the world.

Map of U.S.

8. If you are not in a flour-milling town, check on the origin of the flour you bought. Note the origin on the map of the United States. Point out where the wheat was grown. Ask the children: Do we grow wheat in our neighborhood? Is flour made in the neighborhood? Where do we get the wheat and the flour? Point out that the food we get often comes from far away. Talk about some of the reasons why this happens.

9. Arrange a tasting party in school. As a snack, provide children with a variety of foods from far away. Many of these foods can be found in the local supermarket. Some will be found in gourmet or specialty food shops. Others can be purchased in the foreign food shops that are available in many communities. Foods to be tasted can include:

Pineapple from Hawaii
Mandarin oranges from Japan
Lychee (dried or canned) from Hong Kong
Coconuts from anywhere in the tropics
Bananas from Latin America
Cheese from France, Holland, Switzerland, and the Scandinavian countries
Swiss chocolate and many more

Give each child a very small taste of each food. As the foods are presented, talk about the places from which they come. Point these places out on the map. Show pictures of some of the places where the food is grown. How are the places different from each other? From where we live? Stress the fact that many of the foods we eat (and

Food from all over the world
World map
Pictures of places where food is grown

- G. People depend upon other communities and countries for certain goods and services.
- S. Locates places on maps or a globe.
- G. We can locate things at specific points on the earth's surface.
- G. Places can be located in relationship to where we live in terms of their distance and direction from us.

not necessarily the exotic ones only) come from far-away lands, as do many of the other products we use regularly.

10. Make a large chart, labeled "We Get The Things We Need From Many Places". (This can be done in two parts flanking a world map.) Have the children cut pictures out of old magazines of things they use that come from far away. Post them on the chart. Label each. Run a ribbon or yarn from the picture to the proper place on the map. When completed, discuss the chart with the children. Perhaps ask: Which of these products has to come the longest distance to reach us? In what direction would we have to go to reach the place where _____ is produced?

Chart paper
Magazines
Yarn or ribbon
World map

MATERIALS OF INSTRUCTION

I. Books

Brown, Marcia, Stone Soup. Scribner, 1947.
 Bates, Norman, Who Fishes for Oil. Scribner, 1955.
 Beskow, Elsa, Felle's New Suit. Harper, 1929.
 Greene, Carla, I Want to be a Storekeeper. Children's Press.
 Hays, Will. The Biggest Pine Tree. Melmont, 1951.
 Hurd, Edith and Clement. Mr. Charlie's Gas Station. Lippincott, 1956
 Kay, Helen. One Mitten Lewis. Lothrop, 1955
 Jennison, Keith. From This to That. McKay, 1961
 Keats, Eyra Jack. Snowy Day. Viking, 1962
 Kravetz, Nathan. Two for a Walk. Walck, 1954
 Podendorf, Illa. True Book of Rocks and Minerals. Children's Press, 1958
 Sage, Juniper and Bill Ballentine. The Man in the Manhole. Scott, 1955
 Sage, Juniper and Bill Ballentine. The Fixit Man. Scott
 Schneider, Herman and Nina. Let's Look Under the City. Scott, 1954
 Syrocki, John B. What Is a Rock? Benefic Press, 1960
 Zion, Gene. Dear Garbage Man. Harper, 1957

II. Films

The City. Encyclopedia Britannica Films
Farmer Don and the City. Film Associates.
The Food Store. Encyclopedia Britannica Films.
George's New Suit. Coronet.
Pipes in the House. Churchill Films.
Where Does Our Food Come From? Coronet.

III. Filmstrips

Where Do Clothes Come From. ECB Films
Where Food Comes From. Encyclopedia Britannica Films
Food Comes from Many Places. FOM
In and Out of the Neighborhood. Encyclopedia Britannica Films

IV. Pictures

The Story of Petroleum. (Picture Portfolio)

How Oil Was Formed. (Large chart)

Both are available from the Education Division, American Petroleum Institute,
1271 Avenue of the Americas, New York, New York, 10020.

CONCEPTS TAUGHT IN KINDERGARTEN COURSE

	Earth as Home of Man	World of Many People	Global Earth	Home of Var- ied Resources	Man Changes the Earth
1. Globalism			X		
2. Globe			X		
3. Map	X		X		
4. Pattern	X				
5. Spatial location (site, position, situation)	X			X	
6. Site (landforms, water, climate)			X		
7. Diversity or variability (areal differentiation)	X	Diversity X		X	
8. Interrelatedness -- spatial Interaction (interdependence, migration)			Migration X	X	
9. Change (physical processes)	X		X		X
10. Machine					X

	Earth as Home of Man	World of Many People	Global Earth	Home of Var- ied Resources	Man Changes the Earth
11. Can tell time by the clock and understands system of seconds, minutes, hours, and days.			X		
12. Has a sense of the passage of time.					X

SEQUENTIAL DEVELOPMENT OF SKILLS

	Earth as Home of Man	World of Many People	Global Earth	Home of Var- ied Resources	Man Changes the Earth
1. Gains information by observing the world around him.	X		X	X	X
2. Gains information by studying pictures, films, and filmstrips.			X		X
3. Gains information by making, studying, and using models.	X		X		X
4. Gains information by listening.			X		
5. Generalizes from data or simple experiments.			X	X	
6. Locates places on maps or a globe.			X	X	
7. Understands the use of symbols to represent reality; interprets symbols.	X		X		
a. Identifies simple pictorial and semi-pictorial symbols.	X				
b. Recognizes symbols for land and water on map or globe.			X		
8. Compares distances (in general terms such as longer, shorter, or the same).	X			X	

	Earth as Home of Man	World of Many People	Global Earth	Home of Varied Resources	Man Changes the Earth
9. Visualizes image of simplified map pattern of his town or neighborhood.	X				
10. Has a sense of direction.			X		
a. Determines cardinal directions by looking at sun.	X				
b. Determines cardinal directions by using compass.	X				
c. Recognizes cardinal directions on maps and globe by knowing that north pole is always north and south pole is always south.			X		
d. Notices directions in school and neighborhood.	X				
e. Uses landmarks in his locality to recognize directions.	X				
f. Orients map in terms of direction. (Uses compass rose on map)	X				
g. Notices directions of places in relationship to his own home, town, state, and country.	X		X	X	

GENERALIZATIONS TAUGHT IN KINDERGARTEN

	Earth as Home of Man	World of Many People	Global Earth	Home of Varied Resources	Man Changes the Earth
1. Things can be located at specific points on the earth's surface.	X			X	
2. Places can be located in relationship to where we live in terms of their distance and direction from us.	X			X	
3. Unevenly distributed phenomena form distinctive patterns on the map.	X				
4. No two places are exactly alike. Each place looks somewhat different from other places.	X			X	
5. Man changes the physical environment.	X				X
6. Nature changes the physical environment.					X
7. Some things can be produced or sold better in one place than in another because of access, climate, resources, people's skills, etc.				X	

7

Earth as Home of Man	World of Many People	Global Earth	Home of Varied Resources	Man Changes the Earth
8. The people who live in one community depend upon each other for different goods and services.			X	
9. People depend upon other communities and countries for certain goods and services.			X	
10. Ways of living differ from one part of the world to another.	X			
11. All people, regardless of where they live, have many things in common.	X			
12. The earth is spherical.		X		
13. The inclination and revolution of the earth around the sun results in seasons.		X		
14. The rotation of the earth produces night and day.		X		
15. Nature changes physical features of the earth; there are certain physical processes which recur.		X		

ATTITUDES TO BE DEVELOPED IN KINDERGARTEN COURSE

	Earth as Home of Man	World of Many People	Global Earth	Home of Var- ied Resources	Man Changes the Earth
Is curious about social data and human beings and desires to learn more about them.	#	X		X	#
Is sensitive to the feelings of others.		X			

To be taught by unit as a whole although not stated as a unit objective.